

Career Search

English Syllabus Links

“Work, Employment and Enterprise content in English provides opportunities for students to develop work-related skills, knowledge and understanding and to develop values and attitudes about work, employment and the workplace. These opportunities arise through their study of texts with workplace contexts, through developing skills in speaking and listening, in group processes and in acquiring, processing, assessing and communicating information.” (English Syllabus pg. 9)

Career Search meets this by:

- Providing opportunities for students to develop work-related skills, knowledge and understanding by researching and presenting on a specific career path. Through the interview and research process, students will learn more about the skills and qualifications required to be successful in their chosen careers.
- Helping students develop positive values and attitudes about work, employment and the workplace by establishing positive relationships with those already in the field, and developing an understanding of what is involved in different careers.
- Developing students’ skills in speaking and listening, in group processes and in acquiring, processing, assessing and communicating to others. Students will strengthen all of these skills throughout the Career Search process.

Stage 5 Syllabus Outcomes Addressed

Career Search covers a range of Stage 5 English Syllabus Outcomes. It is particularly relevant to **Outcome 2** “A student uses and critically assesses a range of processes for responding and composing” and **Outcome 11** “A student uses, reflects on, assesses and adapts their individual and collaborative skills for learning with increasing independence and effectiveness.”

Below is a list of specific content covered by the program

Students learn to:

- 1.2** respond to and compose more sustained texts in a range of contexts
- 2.1** produce sustained spoken and written texts in rehearsed, unrehearsed and impromptu situations
- 2.2** use writing and representing as an aid to research, planning, classifying information and learning
- 2.3** vary their use of the processes of planning, drafting, rehearsing, editing and publishing to compose appropriately and effectively crafted and sustained texts in a range of modes and media
- 2.4** combine processes of representation to create cohesive texts
- 2.5** assess the achievements of their own and others’ compositions and responses according to specific guidelines of effectiveness for purpose, audience and context
- 2.6** evaluate their own and others’ texts in terms of creativity, originality, beauty and Insight
- 2.7** identify and articulate their own processes of responding and composing.
- 4.1** identify, describe and explain the purpose of texts in personal, historical, cultural, social, technological and workplace contexts
- 5.1** apply knowledge of language forms and features and structures of texts to respond to, compose and adapt texts to suit new and unfamiliar contexts
- 5.2** compose written, oral and visual texts for personal, historical, cultural, social, technological and workplace contexts
- 5.3** adapt their own or familiar texts into different forms, structures, modes and media for different purposes, audiences and contexts
- 5.4** identify, describe and explain the differences emerging as a result of such adaptations
- 11.1** understand the learning purposes, specific requirements and targeted outcomes of tasks
- 11.2** choose appropriate topics for investigation and negotiate these with their teachers

11.3 identify, plan and monitor stages of tasks and topics with guidance

11.4 choose learning processes, resources and technologies appropriate for particular tasks and situations

11.5 use individual and group processes to generate, investigate, document, clarify, refine, critically evaluate and present ideas and information drawn from books, the internet and other sources of information

11.6 establish and adopt roles and responsibilities, negotiate and implement strategies and meet deadlines

11.7 reflect on and assess their own and others' learning and learning strategies against outcomes, criteria and guidelines established for tasks

11.8 articulate and discuss the pleasures and difficulties, successes and challenges experienced in investigation, problem solving, independent and collaborative work, and establish improved practices

11.9 adapt current skills, knowledge and understanding to new situations

11.10 use conjecture and hypothesis as learning strategies.

Students learn about:

2.8 the ways that the processes of planning including investigating, interviewing, selecting, recording and organising ideas, images and information can and should be modified according to specific purposes and texts

2.9 processes of representation including use of symbols, images, icons, stereotypes, connotations, inference, and particular visual and aural techniques including those of camera, design and sound, to create cohesive texts

2.10 the ways composers, including authors and film-makers, use processes of representation in composing texts

2.11 ways of developing their strengths, addressing their weaknesses and consolidating and broadening their preferences as responders and composers of texts

2.12 the ways different modes, subject areas, media and cultural representation affect their personal and critical responses to texts

2.13 their own processes of composition and how these processes influence the quality of their texts.

4.8 the ways in which spoken, written and visual texts are shaped according to personal, historical, cultural, social, technological and workplace contexts

5.6 the ways in which existing skills, knowledge and understanding about language can be used to access and express information for new purposes, audiences and contexts

5.7 predicting, speculating, hypothesising and paraphrasing as strategies for accessing texts with unfamiliar ideas or structures

11.11 outcomes, criteria and guidelines for tasks and the value of outcomes-based learning

11.12 their own learning strengths and learning needs including their preferred ways of gathering, processing and representing information

11.13 management strategies including drawing up schedules, timing, delegation and sharing in group work

11.14 ways of managing information and communication technologies for effective learning

11.15 ways in which skills, knowledge and understanding can be connected to new information and situations

11.16 ways in which reflection and selfevaluation can assist learning.